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talents, but the professor objected that it was necessary for him to study certain other subjects in order for him to get his degree. The student replied: "What a pity I must give up my education in order to get my degree!"

What is wanted in America is a broad, catholic common sense applied to educational questions, and above all things, a utilization of those golden, youthful years, which, when used aright, will bring boys to our colleges prepared to enter with upright carriage and with a spirit of intelligent devotion upon the service at these temples of learning, then their education will be like the river described in the verses of our American poet and sculptor:

"Fitted for every use like a broad, majestic river,  
Blending its various streams, steadily it flows along,  
Bearing the white-winged ship of poesy over its bosom,  
Laden with spices that come out of the tropical isles;  
Fancy's pleasuring yacht, with its gay and fluttering pennons,  
Logic's frigates of war and the toil-worn barges of trade."

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## OUR PROPOSED NEW REQUIREMENTS FOR ADMISSION TO COLLEGE

R. W. JONES

THE subject of entrance requirements made by the colleges, and the correlated subject of programs, setting forth the work of the secondary schools, are regarded throughout the country as supremely important. Entrance requirements, and especially the effecting of uniformity in them on the part of the colleges of the southern states, was one of the chief items in the call issued by the faculty of Vanderbilt University, which led to the formation of this association in Atlanta, and this subject, more than any other, engaged the thought of the first meeting; and some phase or other of this same subject has been earnestly considered by each subsequent meeting. Other similar associations have also been wrestling with it. In some other parts of our country there has been felt and expressed a broader, more general interest, if not a more intense interest, than has been shown by our southern colleges and secondary schools. The breadth of the subject, the complexity of it, the varied local conditions to which more or less consideration must be given, conspire to make it a very difficult one; and yet its recognized importance in the estimation of school men justifies and requires the most serious and persistent efforts and study for its wise adjustment; not that it is hoped to state in fixed terms and

exact units a scale of requirements which apply everywhere and for all time, but to set forth some principles of sound educational philosophy and practice, and upon these by a consistent movement upward from time to time to approximate the perfect solution. To this end, most painstaking effort has been made by the most influential organizations in this country, whose purpose is to promote sound knowledge and genuine education. I may mention the American Philological Association, the Modern Language Association, the American Mathematical Association, the American Historical Association, the National Educational Association. The last named organization appointed in 1892 a Committee of Ten, whose report in 1893 on secondary education, together with the recommendations of nine conferences on as many different lines of study, commanded the highest consideration of teachers and school authorities not only throughout the United States, but also in all civilized countries; and it is now everywhere recognized as an educational classic. This publication so stirred teachers and school authorities, and created such general impulses in the line of improvement that in the states generally efforts were made to establish more definite programs for secondary schools, and to define more clearly their relation to college work. In my state, Mississippi, the State Teachers' Association raised a Committee of Ten, eight of whom were from the public schools, one from a college, and one a member of the university faculty. This committee recommended a program of three years' studies for public high schools, which was adopted by the association and approved by the university, and became the basis on which schools were affiliated with the university; so that certificates were received in lieu of entrance examinations. This was the first organized effort in this state at uniformity in programs for secondary instruction. It has exercised a wide and very beneficial influence, increasing the definiteness of the work and the confidence of honest teachers, informing intelligent citizens who are not in the school work as to the province of the high school, thereby protecting communities from frauds and shams, increasing confidence in the value of the school system, tending slowly to raise the standard of scholarship in the high schools and enabling the university to increase its entrance requirements in some things.

In 1895 the question was raised in the National Educational Association: "What action ought to be taken by universities and secondary schools to promote the introduction of the programs recommended by the Committee of Ten?" The result was the appointment

of the committee now known as the Committee of Twelve on "College Entrance Requirements." The report of this committee, together with those from coöperating associations (see proceedings of National Educational Association for 1899), in point of ability and extent of inquiry forms a fit companion to that of the Committee of Ten. The closeness of the relation between the college and the high school is emphasized in them, also the benefits they can confer on each other; much confusion is removed; the distinction between these two grades of instruction is drawn with some clearness and sharpness. Toward the close of their report the Committee of Ten use the following language: "They believe that this close articulation between the secondary schools and the higher institutions of learning would be advantageous alike for the schools, the colleges, and the country." This has been quoted with approval in the report of the United States Commissioner of Education and by other high authorities; it is approved by the teaching of experience which the country has had since that time. It is a great gain to the cause of education when the worker in the school and the worker in the college can each say with Paul: "This one thing I do."

To get the best results it is evident that there must be agreement and concert of action between the colleges and the preparatory schools. This involves conference, and that is what this association desires to encourage. Each should be considerate of the circumstances and welfare of the other. In making entrance requirements the colleges must consider what the schools are doing and can do under their surroundings, and let their claims be reasonable. Then the schools should do their utmost to give the colleges pupils in the best condition of preparation for the college courses. This association must give large weight to the fact that in most portions of the South the school year is short because of limited funds. Therefore the grammar school cannot do as much work as is done where the year is of full length. Hence the high school begins its work at a point lower down. This necessarily affects the condition of the student at the close of the high school years. Notwithstanding these disadvantages under which our schools labor, the colleges and schools by continually working together for the greatest good of education can improve both the quantity and quality of their work. In order to do this the teachers of the secondary schools must appreciate the work of the colleges; this they can do far better if they have been educated at college and have the spirit of the higher education. The public mind

must be impressed in regard to the great importance of the higher education, and must be informed of the improvements that may be secured when ampler provision is made. In an ideal system, under perfect conditions, the program of the preparatory school and the requirements for entrance to college would be identical; as these approximate identity the excellence of the system is indicated, and the favorable condition of the people for education. Then the aspiring and gifted youth beginning at the lowest grade in the primary school may pass up through all the grades without check or hindrance until the work is crowned in the university. This is the view that so charms the enthusiastic teacher and admirer of the public school system.

With this brief review of some points in the recent progress in educational thought, of the present condition of schools among us, of the desirability of distinctly separating the work of the school from that of the college, of the incalculable importance of clearly defined entrance requirements and of programs for secondary schools, I come to apply these to the consideration of the amendments proposed by the executive committee to by-law No. 3 of this association.<sup>1</sup> Taking the proposed amendments to the third by-law together, I think they make distinct improvement. In English, Latin, Greek, mathematics, the requirements are the same in the two statements.

By reference to the excellent paper presented by Dr. Dabney to this association on "Requirements for the Bachelor's Degree," the thoughtful report of Doctors Dabney and Fulton, and the very suggestive one of Chancellor Kirkland on "Program of Study for Preparatory Schools," and also to the reports to the National Educational Association, previously mentioned, it will be seen that a proper classification of subjects will include at least the following groups: (1) English; (2) foreign languages; (3) mathematics; (4) natural science; (5) history, philosophy, etc., and a little thought will impress us that these groups should be represented in the work of the preparatory school. In our present by-law German and French are not mentioned as requirements, at present or in prospect; history and general geography are grouped together, and there is no requirement for science other than general geography. These appear to me as defects in the statement of requirements, and for this a remedy is proposed in the amendments. The attaching of numerical values to the several subjects furnishes a gain in clearness, in making an aggregate statement, or summing up of the requirements. Whilst I approve

<sup>1</sup> For statement of these amendments see the close of this paper, p. 13.

this plan, I would like to call attention to an inequality of requirement in Greek as compared with German and French in order to count two points. About two year's work is required in Greek to count two, while a light year's work in each of the other languages counts the same. In order to equalize the requirement, either the quantity of Greek should be lessened so as to come within the performance of one year, or that of German and French should each be made a two years' requirement. I suggest that a definition of one year's work be as follows: One year's work shall consist of not less than four periods per week throughout the year, each period being at least forty-five minutes.

In regard to the study of history, I think that some history should be included in the requirements for admission by any college which specifies any requirements at all for entrance. I quote to approve the recommendation made by the Committee of Seven of the American Historical Association, as follows:

2. If a college or scientific school requires a list of certain prescribed studies and also demands additional subjects, chosen out of an optional list (as for example at Harvard University), we recommend that one unit of history be placed on the list of definitely prescribed studies, and that one, two, or three other units of history be placed among the optional studies.<sup>1</sup>

If only one year's work is required, it should be in the history of the United States.

On the subject of science I would beg leave to suggest the following in lieu of that which is printed in the amendments: Science — physical geography, botany, zoölogy, or botany and zoölogy, physics, chemistry. It is highly beneficial to the pupil of the secondary school that some science study should accompany his other work. The training given to the mind by the observation method and the laboratory method of pursuing science is of a different kind from that furnished by the other studies and forms a most valuable complement to them in their effects on mental development; the child is endowed by nature with the faculty of observation, but if it is not used it becomes atrophied. I have seen some melancholy cases of this; a young man took a high stand in mathematics and languages and indeed in all those subjects which could be pursued through a text-book by learning rules, definitions, laws, and applying these to the cases at hand, or by following the course of reasoning employed by an author and understanding his conclusion; but when he had an exercise in the chemical

<sup>1</sup> Proceedings of National Educational Association, 1898, p. 758.

laboratory which required the performance of certain operations with the demand that he note the phenomena and record his observations, he was as helpless as a child in deciding what was important to be observed and how to interpret it. The field of science is so broad and comprehensive that for the pupil to get a reasonable amount in a scientific course, he should begin and become acquainted with some of its methods in his preparation for college. From this point of view on the part of the college, the requirement of elementary instruction in science for admission is almost as important as that in mathematics. The introduction of the proper study of science in the high school varies and enlivens the course. The Committee of Ten of the National Educational Association makes the following strong statement :

Every member evidently felt strongly that the ordinary method of secondary education which ignores the study of nature is highly objectionable. The study of books is well enough and undoubtedly important, but the study of things and of phenomena by direct contact must not be neglected. If it is conceded that the study of scientific method is important, then it appears evident that in the early stages of education the mind should be prepared for this kind of study and not rendered unfit for it ?

It is true that science teaching, when properly done, is costly : physics and chemistry require laboratories, furniture, apparatus, and material : teachers of science must have vacant periods to arrange for experiments and demonstrations ; students need double periods for laboratory and field work ; teachers of science can carry only about half the number of hours required of other teachers : these things call for special adjustment and considerable outlay : in most cases these can be made : when they cannot, physics and chemistry should not be attempted in the secondary school. But the subjects of physical geography, botany, zoölogy can be pursued profitably in the high school without great expense, and in the hands of capable teachers are admirably adapted to the training of the faculties of observation and comparison. In my state it is easier to provide for these than for instruction in German and French in the secondary school. I would not prescribe any one of these branches of science as *the subject* for entrance requirement ; but would name one year's work in natural science, leaving the particular subject to be chosen by the school according to its surroundings and the qualifications of its teachers ; my own general preference would be for physical geography, if only one year's work is required.

To sum up the requirements in tabular form, I would put them thus :

1. For A.B.

Required—12 points

Mathematics 4

English 4

History 2

Science 2

Elective—6 points from

Latin 4

Greek 2

German 2

French 2

2. For B.S.

Required—12 points

Mathematics 4

English 4

History 2

Science 2

Elective—4 points from

Latin 4

Greek 2

German 2

French 2

This table requires 18 points for A.B. and 16 points for B.S. Some would object to this inequality; I admit it is best to have the requirements equal, or as nearly so as feasible; we must, however, take into consideration that up to this time we have had no requirement in science, and at this time the colleges which are members of this association make appreciably larger requirements for the A.B. than for the B.S. This should be changed; I would require one year's work in science in 1902 and two year's work in 1903 for admission to the B.S. course; this would fix 18 as the number of points required for either course.

It is much to be regretted that there is, in the opinion of many, a condition confronting us in the South which makes it impracticable to enforce any entrance requirement at all in Greek. I wish I could speak an encouraging word in behalf of the study of this language in our preparatory schools and colleges. A year ago my colleague, Dr. Saunders, gave to this association a history of the recent efforts made by him to introduce the study of Greek into the public high schools of Mississippi. When this association was formed the University of Mississippi was giving instruction to beginners in Greek; when the entrance requirements were published, he set to work energetically and discreetly to meet them, and, happily, succeeded; he had the hearty coöperation of the chancellor and faculty of the University, and was cordially supported by many of the most progressive teachers in the high schools. At the time first named for these requirements to go into effect, he was ready, and now each year he is receiving a fair number of students who have had two years of instruction in Greek; cannot this same thing, or something equivalent, be done in other states?

Assuredly this association, representing in some degree the best expression of preparatory and college education in our southland, will not be content that its stated requirements shall be permanently lower than those of other similar institutions! The South, and the teachers



of the South, will not admit that our education should propose less and do less for our people than is done in other portions of the country. We may offer many excuses; but to excuse ourselves for not doing the work, is not equivalent to its performance; it is true that we labor under many disadvantages; we have to educate two races side by side in separate schools; the white race of the South has to carry well nigh the whole of this double "burden." Our losses by war and that misnamed reconstruction, that was designed to destroy us, have made it extremely difficult for us to accumulate that degree of wealth which is needful for the ample endowment of universities and schools of technology and for the large demands of material progress; the brave men who fell in the carnage of war are sadly missed in the thinned ranks of the truest and best whose shoulders are under this load. I mention these things, not to engender feelings of resentment, surely not to encourage lamenting and repining, but the opposite: to stimulate our pride that we may rise to the "height of the great argument" of our possibilities. My pride in the old confederate and the young southerner, as well, is to see no pensioner, no acknowledged inferior, but an erect, self-respecting man striving for excellence and honor and independence.

. . . . "Men may rise on stepping stones of their dead selves to nobler things."

. . . . "Shall we not forecast the years,  
And find in loss a gain to match?  
Or reach a hand through time to catch,  
The far off interest of tears?"

It may seem to some a comparatively small thing for us to be so carefully laying the conditions of entrance into college; it is not a small or narrow thing; it is a great work. Who knows how far it may run through the whole future of the noble people it is our privilege to serve. There is no nobler race than the real Anglo-Saxon of the South, no race capable of higher cultivation and greater achievements. Our plans should look to their continued elevation, to the preservation of their gracious traditions, of all that made their life beautiful and glorious in the past, to the copious infusion into them of confidence in their ability to stand on the highest plane of intelligence, expecting a future resplendent with prosperity and the worthiest achievements of mind.

The struggle which they have carried for more than a third of a century has often reminded them of those saddest of sad words "It might have been," but it is to see finally a glorious triumph in the

march of truth. Have not our men and women already given the world new departments of literature? Have not their writings found a place among the productions of genius? Is it not true that "literature loves a lost cause, provided honor be not lost?"

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For the sake of clearness we print here the by-law No. 3 and the amendments proposed, which are discussed in the paper of Professor Jones:

BY-LAW NO. 3. The association prescribes the following as minimum requirements for admission to college, the same to be binding on each institution belonging to this association:

*In English.*—Requirements of the Association of Schools and Colleges in the Middle States and Maryland.

*In History and Geography.*—United States history and general geography.

*In Mathematics.*—Arithmetic and algebra through quadratics, or algebra to quadratics, and three books of plane geometry.

*In Latin.*—Four books of Caesar and four orations of Cicero (or their equivalent) with accompanying work in grammar and prose composition.

*In Greek.*—Three books of Xenophon's *Anabasis* (or equivalent) with accompanying work in grammar and simple prose composition (operative in 1900).

Of the above subjects, examinations in history, geography, and English shall be required of all students admitted to college, provided that students pursuing technical studies in not more than two subjects may be excused from these examinations. Examinations in Latin, Greek, and mathematics respectively shall be required of all students expecting to continue these subjects. Certificates covering the above requirements may be accepted from duly accredited preparatory schools in lieu of entrance examinations at the colleges.

Amendments to the foregoing by-law:

The subjects in which entrance examinations shall be held shall include the following:

*English.*—Requirements of the Association of Schools and Colleges in the Middle States and Maryland.

*Latin.*—Four books of Caesar and four orations of Cicero (or their equivalent) with accompanying work in grammar and prose composition.

*Greek.*—Three books of Xenophon's *Anabasis* (or equivalent) with accompanying work in grammar and prose composition.

*German.*—Elementary grammar, composition, and about 100 pages easy reading.

*French.*—Same as German.

*Mathematics.*—Arithmetic and algebra through quadratics, or algebra to quadratics and three books of plane geometry.

*History.*—History of the United States, or history of Greece and Rome, or English history. One year's work.

*Science.*—Physical geography, or physics, or chemistry, or botany. One year's work.

The following values shall attach to each subject: English 4, Latin 4, Greek 2, German 2, French 2, mathematics 4, history 2, and science 2.

All students, whether candidates for degrees or not, must be examined on at least three subjects.

All candidates for degrees must stand examinations on subjects aggregating sixteen points, as follows:

1. For A.B.

Required—8 points

Mathematics 4

English 4

Elective—6 points from

Latin 4

Greek 2

German 2

French 2

Elective—2 points from

History 2

Science 2

2 For B.S.

Required—8 points

Mathematics 4

English 4

Elective—4 points from

Latin 4

Greek 2

German 2

French 2

Elective—4 points from

History 2

Science 2

} The four points may be taken in  
one subject if desired.

For the present, instruction may be furnished beginners in Greek, German, and French, but such work shall not be counted toward a degree when it is required for admission.

Colleges may make their own regulations concerning conditioned students, and may also accept certificates from duly accredited schools in lieu of entrance examinations.

## REPORT OF THE COMMITTEE ON THE UNIFICATION AND EQUALIZATION OF COLLEGE DEGREES

### MAJORITY REPORT

The undersigned were appointed a committee at the fifth annual meeting of this association to consider the "Unification and equalizing of college degrees" and to report at this meeting. In order that the matter might be thoroughly discussed the previous reports on requirements for the bachelor of arts and the bachelor of science degrees were referred to the colleges for consideration and the faculties were requested to instruct their delegates how to vote on this report.

In accordance with these instructions the committee respectfully submits the following series of propositions, not as an ideal plan by any means, but as the best that can be done at the present time, considering, especially, the